

Sports Premium impact overview.

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| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
| * Utilising staff to increase participation in a wide variety of physical activities through clubs and extracurricular activities * Beginning to Develop PE teaching through working with staff delivering PE * Greater activity and engagement in lessons through the amount and variety of equipment resources and utilised. * Development of the PE curriculum through CPD utilising Lvl 5 PE specialism course dor SL * Begub to Raise profile of PESPA and our holistic curriculum throughout the school community. * Continued development in access to competition in response to COVID with previous high levels recovered. | * Ensure a higher percentage of children are confident swimmers targeting families and students with further support. * Develop PE confidence and delivery in wider staff, to ensure more effective engagement from staff in PESSPA * Introduce intra school child-led competition in UKS2 * Begin playground development to support more physical activity outside of lessons for KS1 children. * Further support active learning in the classroom |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO \*

**National Curriculum reporting on Swimming and Water Safety.**

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| Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.  **Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even**  **if they do not fully meet the first two requirements of the NC programme of study.** | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.  Please see note above. | 63% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above. | 40% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 45% |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way? | No |



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| **Academic Year:** 2020/21 | **Total fund allocated:** £ 19602 | **Date Updated:** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
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| **Intent** | **Implementation** | | **Impact / Evidence** | £6750 |
| Your school focus should be clear | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | :Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Provide further opportunities to engage children in regular physical activity at break times, before and after school. | Sports apprentice hired to lead additional physical activities throughout the school and outside the school day. | £5,000 | large increase seen in the engagement of Extracurricular clubs in KS1 & KS2 through more offerings  Club registers 78% of children attended a school ECA  Sports apprentice leads activities to support an active playground at lunchtimes  C4L groups enable more participation including focusing on targeted groups. Children involved in more activity on the playground  Alfie time table - Pupils engaged in clubs | Apprentice to develop 1 other member of staff to deliver activity in the playground.  Continue to invest in equipment to develop playground areas for students  Further development of sports leader’s impact at lunch time |
| Engage children with physical activity throughout the day and create interest in engaging with this activity outside of school | Money is spent on a greater range of equipment available to children in playgrounds and after-school clubs.    Consultant time for staff training alongside Apprentice and Lunchtime staff on developing an active playground. | £1200 | Some increase in activity observed at playtime with positive feedback. .  ‘We enjoy all the different types of balls and targets.  There are also lots of places for us to skip and practice our gymnastics.  Sports leaders timetable and log books. - Observation of focus children in playground | Student voice could instruct further additions to the playground each term offering a wider range of activities for more children. E.g Nets, throwing targets, games markings  Further training and support of MTS staff would also support the use of the equipment on the playground |
| Develop energiser physical activity breaks in the classroom. | Subscription to active video scheme for energisers | £350 | Teachers implemented at least 1 of the videos of physical activity breaks into morning or afternoon.  Teacher feedback  Most children were really engaged and engaged are the breaks.  In some year groups, the videos did not engage the children but the teacher-led games or tests were impactful, | SL time Develops a more personalized energiser resource that does not rely solely on videos.  Create a culture of active time each day. |

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| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 25% |
| **Intent** | **Implementation** | | **Impact** | £ 4300 |
| Your school focus should be clear | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | : | Sustainability and suggested next steps: |
| Improve effective teaching and engagement in PE lessons in lessons | Sports apprentice hired and developed on level 2 course to support subject leaders and teachers in the delivery of more personalised PE learning for engagement  More age-appropriate equipment for school sport clubs and utilized in PE lessons is available and made accessible for teachers delivering PE | £3000 | Observations displayed that, Sports apprentice ensured smaller ratios and groups could be targeted in lessons. This led to good progress being made by more children in lessons observed.  Equipment allowed much greater engagement with skills and differentiation opportunities in lessons.  Student Voice: having Alfie in lessons means we get to do more fun things and can learn skills quicker. | The introduction of a PE apprentice made a significant impact in the lessons they were involved in. Moving forward this role will look to target specific groups and deliver sessions supported by teachers. Finding a permanent LSA role away from the Sports premium funding may enable another apprentice to be trained and create a pathway that engages support staff with effective PE teaching  Equipment made an impactful contribution to pedagogy and engagement from children of differing abilities. It should therefore be made more accessible and noted which pieces of equipment were utilised the most to inform future stock and supplies.  . |
| Develop a more impactful and holistic PE curriculum. Making this visible throughout the school | Extra SL release time to work on the development and implementation of new curriculum  SL and supporting PE staff to continue to complete lvl 5 PE specialism courses to better understand how to raise the profile of these areas. | £800 | SL able to build curriculum and unit plans leading to better planned and more effective PE lessons with clear intentions and purpose  Profile of PE raised with clear curriculum overviews understanding of assessment and links made to wider curriculum  PE Displays  Regular newsletters and reports  KS2 Student Voice: I now look at PE and sport in a different way. I feel like I have learnt so many things | Children had a greater understanding of the purpose f PE in our school. Further promotion through students and displays.  Create further displays and Introduce PE awards in assembly each week to promote success in the different holistic PE areas we are focusing on   Create a PE council of students from each class engaged in promoting PE SS PA.  Create a team of PE staff for our PE project to build on what we can offer to students and promote it throughout the school   Look at engaging SLT, governors and parents further with PESSPA through workshops and CPD. |
| Promotion and organization of the fun run for the whole school community to engage with. | Fun runs encouraged every child to train and complete the run with families all engaged. Linked to key and PE values values  Development of a more inclusive and larger scale summer activity today | £500 | Whole school engaged with PESSPA events raising the profile of the subject and sparking interest in different areas.  Pupil Voice ‘ We loved all the activities on sports day’  Calendar of competitions and school events as well as photos of different events.  PE Newsletters | Create more events for children to engage with.  SOme child led events would also be a great opportunity for leadership. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 24% |
| **Intent** | **Implementation** | | **Impact** | 4450 |
| Your school focus should be clear | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | : | Sustainability and suggested next steps: |
| Increase the confidence and knowledge of staff in delivering PE and SS | SL release time to work with other teachers in PE delivery and development  SL to deliver whole school CPD on PE and PA  SL to engage with MTS groups on creating an active playground  Release time for SL to observe and evaluate current practice | £1500 | Where teachers or LSAs were able to work weekly with PE lead or Sports apprentice confidence in PE and effective delivery was much improved when observed  Whole school CPD was less impactful  More LSA’s were attending PE lessons and becoming actively involved and utilised as a result of work with SL  Feedback surveys form teachers, We found team teaching really useful as we saw how lessons should be structured.  Team teaching gave us lots of ideas.  Staff survey showed an increase in confidence of at least 2 points for those working alongside although confidence in teaching PE generally remains low among staff. | PD was only effective when practiced in lessons and the PE lead was able to work weekly with teachers. More opportunities should be created to enable his process and develop expertise. As well as working in lessons alongside PE lead this CPD should include developing Planning and assessment with scaffolded support to have the biggest sustainable impact. Regular check-ins, clinics and observations should also be put in place for each teacher to support further throughout the year.  Development of teachers was most effective when staff were enthused by PE - this could suggest specific staff members being trained to deliver to in each KS, therefore, focusing expertise and targeting staff with the release time available. |
| Developing skills of SL to have a wider school impact | Sports apprentice complete Level 3 qualification in supporting PE  SL and PE staff to complete level 5 and 6 PE specialist leadership in PE course  PE Consultant hours to work alongside SL and observe PE delivery and plans within our school to help build sustainable and quality PE practice.  Purchased Dance to school CPD and resources to develop confidence in delivering dance throughout the school. | £2500                 £650 | Sports Apprentice completing a level 2 qualification and working alongside SL was able to develop confidence in a range of strategies and pedagogies to deliver PE. this has led to more confidence in supporting students and leading focus groups - Meetings, observations and progress reports  SL and supporting teachers to complete Level 5 courses were able to develop their own practice as well as skills and understanding to affect PE on a wider scale. This led to more effective lessons and the development of effective teaching.  Working with certain teachers to share ideas on pedagogy, planning and evaluation had an impact on the confidence and quality of delivery,  Regular meetings and evaluations with PE consultants led to further actions in improving teaching and learning throughout the school.  Feedback forms and qualifications | Training has led to more confidence and expertise throughout the staff. It is important this training is shared effectively and action plans are created to ensure there is a wider impact from this CPD.  SL PDP should highlight how this training will be utilised and future training that could support PE delivery in the school  Engage more teachers with OPE development through staff meetings, learning walks and self evaluation days, |

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 15% |
| **Intent** | **Implementation** | | **Impact** | 2903 |
| Your school focus should be clear | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | : | Sustainability and suggested next steps: |
| Offer a wide variety of extra-curricular clubs inside and out of the curriculum | Sports apprentice utilised to deliver more clubs  Variety of appropriate equipment ordered to ensure children can engage with different activities and have success. | 2000  303 | A variety of clubs offered for each year groups delivering more opportunities for children to experience different sports.  Children are able to access new sports through curriculum lessons and extracurricular activities  Pupil voice: Is was really fun learning how to play baseball.  Time table and registers for clubs | Pupil voice to be used to identify popular clubs for children to trial and take part in. These clubs should be built into ECA offering next year.  Engage other staff to take part and lead some of the other areas children have expressed interest in. |
| Ensure all pupils have access to festivals including those with SEN | Sign up with the school sports partnerships | 600 | School diary reflecting the number of competitions  Range of festivals and sporting opportunities for all children reflected in the calendar  Equipment giveaways and training in new sports to be delivered  Baseball  Golf  Schools game mark gold award achieved.  Over 70% of children y4 -6 in school represented at school competition with 100% involved in Intra school  Student voice form a wide variety of children impact of attending different competitions and festivals. | Continue to buy in each year and plan to maximise the opportunities on offer for your children  Try to attend as many festivals as possible increasing the number of staff involved.  Begin to organise half-termly festivals at our school working with a partnership of schools. This could mean more children are involved and fewer logistical problems |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 4% |
| **Intent** | **Implementation** | | **Impact** | 1200 |
| Your school focus should be clear | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | : | Sustainability and suggested next steps: |
| Children to engage in a wide variety ofl competitions and festivals available  Ensure all pupils have access to festivals including those with SEN | Sign up with the school sports partnerships and attend events. | 700 | Range of festivals and sporting opportunities for all children reflected  Barnet bar no 1  Dance festival  X mas sports fest etc  Equipment giveaways and training in new sports to be delivered  Baseball  Badminton  School sport calendar  Newsletters reporting on competitions  game mark gold award achieved  72% of children in y4 -6 took part in competitive sport.  Student voice echos the impact of attending different competitions and festivals. | Continue to grow intra-school sports with more use of pupil's voice. |
| Begin development of intra school competition | SL + Sports apprentice Release time | 300 | Children attending football and netball clubs in year 5 and 6 all engaged in an appropriate competition | Widen the scope of intra school competition and local school festivals to include a wider variety of sports and ability levels. |

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| Head Teacher: |  |
| Date: |  |
| Subject Leader: |  |
| Date: |  |
| Governor: |  |
| Date: |  |

**Summary of Spending report**

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| Key interventions listed above | Cost | Areas of Impact |
| Sports Apprentice | 11,000 | 1, 2, 4 |
| Schemes and resources | 800 | 3 |
| Extra equipment | 2003 | 2, 4 |
| SL release time for CPD + Planning + O | 1000 | 2, 3, 5 |
| PE CPD course for SL + SA + Dance CPD | 2400 | 3, 4 |
| PE consultant evaluation Hours | 400 | 4 |
| School Sport Partnership Sign up | 1300 | 4, 5 |
| Sporting festivals arranged | 200 | 2 |
| Taster sessions and workshops | 500 | 1, 4 |
| Total | | 19609 |

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| Area |  |  |  |
| 1 | The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | 6750 | 34% |
| 2 | The profile of PESSPA being raised across the school as a tool for whole school improvement | 4300 | 22% |
| 3 | Increased confidence, knowledge and skills of all staff in teaching PE and sport | 4450 | 28% |
| 4 | Broader experience of a range of sports and activities offered to all pupils | 2903 | 15% |
| 5 | Increased participation in competitive sport | 1200 | 8% |